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ABSTRACT

GRADES OR AGES: High school (grades not specified). SUBJECT MATTER: Sociology. ORGANIZATION AND PHYSICAL APPEARANCE: The course contains 13 units. The material is set out in columns--content, student activities, time, teacher activity or strategy, materials, and evaluation. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The introductory material lists six objectives for the student. Details of activities are given for each unit. INSTRUCTIONAL MATERIALS: Chapter references in the basic texts, films, and other resource materials are listed for each unit. STUDENT ASSESSMENT: The method of evaluating each activity by quiz, interview, paper, or project is stated, but details are not included. (MBM)

ED051215

SCHOOL DISTRICT OF BENSALEM TOWNSHIP
CORNWELLS HEIGHTS, PA.

SOCIOLOGY

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SOCIOLOGY

I. OVERVIEW

Sociology is the study of man as companion, of man in his life and people in groups, in their social relations. Sociology shares common gr such as history, economics, and political science; and it is distinguished emphasis. Sociology approaches the study of human groups with emphas concerned chiefly with the way people conduct themselves toward one ano family, church, school, community. Sociology treats of human groups - ples, functions, and problems.

More precisely defined, sociology is the study of human interacti is the science which studies patterned, shared human behavior. Man fol of his social organization that have been erected as the signposts leading process of acting in awareness of others, called social interaction, is ob logist in order to identify and classify the main forces of human society.

II. TEACHER OBJECTIVES (GENERAL)

To develop an understanding of sociology as the study of men inte wide variety of human needs and the part of the sociologist in developing appropriate to this study.

TEACHER OBJECTIVES (SPECIFIC)

Upon completion of this course the student should be able to:

1. Recognize the various factors which influence the sociologist's
2. Define and recognize in their sociological context the terms us
3. Infer the sociologist's point of view from selected portions of

SOCIOLOGY

study of man as companion, of man in his life and living with others. It views
ir social relations. Sociology shares common ground with other social sciences,
nics, and political science; and it is distinguished from them in its own peculiar
pproaches the study of human groups with emphasis upon social behavior. It is
he way people conduct themselves toward one another in their varied associations -
community. Sociology treats of human groups - their nature, institutions, princi-
oblems.

defined, sociology is the study of human interaction and social organization. It
dies patterned, shared human behavior. Man follows the rules, laws, and customs
n that have been erected as the signposts leading to group satisfaction. This
reness of others, called social interaction, is observed and analyzed by the socio-
y and classify the main forces of human society.

VES (GENERAL)

derstanding of sociology as the study of men interacting in groups to satisfy a
eeds and the part of the sociologist in developing and applying methods and tools
.

VES (SPECIFIC)

of this course the student should be able to:

various factors which influence the sociologist's point of view.

cognize in their sociological context the terms used in this course.

logist's point of view from selected portions of his work.

TEACHER OBJECTIVES (SPECIFIC) - Continued

4. Demonstrate familiarity with the methods by which a sociologist determines the authenticity of evidence.

5. Write a brief summary explaining the uses of sociology.

6. Construct, develop and/or demonstrate a minimum of one major project.

III. What? Content?	Student Objectives	Time	Activity or Teach
I. The Viewpoint of Sociology A. Nature of B. Scope of C. Methods of D. Values of Studying	Student will be able to define verbally sociology Student will be able to suggest a solution to a problem arising in everyday life Given a list of sociological items the learner will be able to define same family ethnocentirsm group culture institution community mobility ethnic group stratification Given a list of steps used in the scientific method the student will be able to arrange in ascending order	1 week	Given a current p dent will state sa a short descripti would approach t using the scientif Reading Sociology for H Sankowsky, Cha Lecture: Sociolog veys questionnair search techniques studies, communi dies, polling, gro sis, experiment, search projects
Suggestions for next year What worked? What did not work?	The student will be able to explain: a. How the case study technique is chiefly used b. describe another method or technique used by sociologists		

Objectives	Time	Activity or Teaching Strategy	Materials	Evaluation
will be able to de- bally sociology	1 week		Text: Sociology for High School Sankowsky, S. H.	Quiz
will be able to sug- olution to a problem in everyday life		Given a current problem, student will state same and write a short description of how he would approach the problem using the scientific method	Text: Readings in Soc. Sci. O'Brien, Shrag, Martin Unit #1, Teaching #2	Interview Quiz
list of sociological e learner will be define same ethnocentirsm culture on community ethnic group ation		Reading Sociology for High School Sankowsky, Chapter I	Transparency: Steps in Scientific Method	Quiz
list of steps used in ntific method the stu- be able to arrange ding order		Lecture: Sociological surveys questionnaires - research techniques. Case studies, community studies, polling, group analysis, experiment and research projects	Readings in Soc. Sci. O'Brien, Schrag, Martin, Ch. #1	Quiz
ent will be able to				
he case study tech- chiefly used ibe another method ique used by socio-				

What? Content?	Student Activities	Time	Activity or Teaching
II. Heredity and Environment in Development of Personality A. Effects of Heredity B. Effects of Environment C. Personality D. The Social Self	Student will be able to list 10 inheritable and 10 acquired characteristics of human beings Student will be able to recognize the merits and shortcomings of an I. Q. test Student will be able to list and define a list of terms used in the study of heredity and environment (7 out of 10 in 15 min.) heredity chromosomes genes physical environment culture cultural heritage social environment personality social self looking-glass self	2 Per. 2 Per.	Lecture: Reading Sociology for the H Sankowsky, Ch. 2 School psychologist t limitations of I. Q. te demonstrate how suc testing may result in ating scores - explai a psychologist compu intelligence quotient Lecture: Inherited c istics Physical structure Intelligence and spec cities Temperment Drives Film presentation an critique Film

ctivities	Time	Activity or Teaching Strategy	Materials	Evaluation
ll be able to list able and 10 ac- aracteristics of ngs	2 Per.	Lecture: Reading Sociology for the High School Sankowsky, Ch. 2	Our Changing Social Order Gavian, Gray, Groves Ch. 6	Quiz
ll be able to re- e merits and ngs of an I. Q.	2 Per.	School psychologist to explain limitations of I. Q. test and demonstrate how successive testing may result in fluctuating scores - explain how a psychologist computes an intelligence quotient	Sociology for the High School Sankowsky Ch. 2 School guidance counselor and I. Q. tests	Quiz
ll be able to fine a list of d in the study y and environ- ut of 10 in		Lecture: Inherited characteristics Physical structure Intelligence and special capacities Temperment Drives	Readings in Gen. Sociology O'Brien, Schrag, Martin	Quiz
mes nvironment eritage ironment y f ass self		Film presentation and critique Film	Bucks County Films: Genetics - Mendel's Laws 5320 (13½min) Heredity and Family Environment 472 (9min)	Written critique

What? Content?	Student Activities	Time	Activity or Teaching S
III. Socialization A. Process B. Ingredients C. Social Adjustment	Student will be able to define socialization list and student will be able to define the socializing agencies	2 Per.	Teacher presentation Group discussion with sensus re agencies
	Student will be able to explain what happens to children who grow up away from human contacts	2 Per.	Presentation - cases e.g.. "Wolf Boy"
	Student will be able to analyze an area of social adjustment, i.e., his extra-curricular involvement	2 Per.	Preparation of a pape gesting why student pa pates in extra-curricu activities with which h involved
	Student will be able to define and explain terms common to a sociological study of social adjustment in written form 15 min. quiz repression projection procrastination rationalization daydreaming compensation introvert extrovert ambivert		

	Time	Activity or Teaching Strategy	Materials	Evaluation
e to de- ist and e to de- agen-	2 Per.	Teacher presentation Group discussion with consensus re agencies	Text: Sociology for the High School Ch. 3	Quiz
e to ex- to child- way from	2 Per.	Presentation - cases e.g.. "Wolf Boy" Preparation of a paper suggesting why student participates in extra-curricular activities with which he is involved	Text: Ch. 3 Ditto sheets (several case studies) Readings in Gen. Sociology O'Brien, Schrag, Martin Sec. #5	Quiz Project
e to ana- ial ad- extra- ment	2 Per.			
e to de- rms logical stment min.				Quiz

What? Content?	Student Activities	Time	Activity or Teachin
IV. Deviation from the social norm	The student will be able to recognize that society is dynamic and not static	1 Per.	Class discussion
A. Personality conflicts in modern society 1. Adjusting to an ever-changing society 2. Contradictions in our society 3. Identificational deviants	Given a list of 10 situations student can identify and explain at least 5 contradictions	1 Per.	Show overhead tran
	The student will be able to describe the difference between psychotic and criminal		Lecture
B. Causes of deviation 1. Unrealistic goals 2. Conflicting norms 3. Gangs and delinquency 4. Poor socialization process 5. Excessive tension 6. Minority groups	Student will be able to list at least 5 reasons for each of the 6 causes of deviations	1 Per.	Panel discussion on assignment Lecture by social c er
	Given a list of crimes, students can match crime with definition	1 Per.	Film and state poli to comment and ans questions
			Filmstrip presentat
C. Criminal behavior 1. Definition of crime (robbery, theft, larceny, etc.)			

Time	Activity or Teaching Strategy	Materials	Evaluation
1 Per.	Class discussion	Basic Text P. 43	Observation and discussion
1 Per.	Show overhead transparency	Overhead transparency with list of examples	
	Lecture	Texts: Crime and Juvenile Delinquency Leniwald, Gerald Poverty and the Poor Washington Sq. Press	Written Quiz
1 Per.	Panel discussion on reading assignment Lecture by social case worker	Bucks Co. Films: Crime Lab 5089 (13½ min)	Classroom Questions
1 Per.	Film and state police officer to comment and answer questions	Modern: Thin Blue Line Modern talking (30min)	Observation of class participation in discussion
	Filmstrip presentation	Crime and Juvenile Delinquincy F. B. I. Uniform Crime Report Bucks Co. Film War on Crime 71 fr. (B&W)	Written Quiz

What? Content?	Student Activities	Time	Activity or Teaching
C. Cont'd 2. Juvenile offenders definition 3. Transitional definitions	Given a case study of juvenile delinquency, student will favor decisions based upon lawful behavior	1 week	Case study
4. Misconceptions a. retardation b. race factor c. economic d. single and group e. broken home	Student will be able to identify and differentiate between/among 5 misconceptions		Lecture/discussion

Time	Activity or Teaching Strategy	Materials	Evaluation
1 week	Case study	S.R.S.S. Kid Who Had a Thing for Lincoln	Essay on Mike's adjudication
	Lecture/discussion	Juvenile Delinquency, Gavin	Written quiz

What? Content?	Student Activities	Time	Activity or Teacher
V. Basic social units A. The group 1. Compulsory 2. Voluntary 3. Majority 4. Minority 5. Peer 6. In-Group 7. Out-Group 8. Reference B. Group mobility 1. Specialization 2. Interdependence	The student will be able to identify and give examples of each type of group The student will be able to identify at least 3 groups which he is a member Student will be able to compare and contrast role in each of six groups in which he has membership The student will be able to write a 2 page account about a sub-culture in his immediate geographical vacinity noting: a. life style, b. deviation from established pattern, c. justification for, d. prognosis	1 week	Students investigate, information of comm groups - through int newspaper readings, mass-media viewing Class discussion of gathered from above Reading assignment Construct a sociogra discussion (instructi Film and written rep

	Time	Activity or Teacher Strategy	Materials	Evaluation
ble to mples ble to oups r o com- e in which ble to t about mmed- inity ation ern, . pro-	1 week	Students investigate, gather information of community groups - through interviews, newspaper readings, and mass-media viewing Class discussion of data gathered from above study Reading assignment Construct a sociogram - discussion (instructions) Film and written report	Radio - TV Text: Ch. 8 (P. 133 #11) Sociogram Bucks Co. Film The Old Order Amish 10100 (32 min)	Written summary of findings Quiz Written report

What? Content?	Student Activities	Time	Activity or Teacher
VI. Intro. to Social Institutions A. Nature of B. Development 1. Family 2. Government 3. Economic 4. Religion 5. Education C. Structure 1. Differences 2. Similarities D. Institutional resistance E. Political Institutions 1. Complexity 2. Division of labor 3. Concern for wealth	The student will be able to illustrate each of the 5 institutions and be able to verbalize the importance of each The student will be able to compare and contrast the 5 institutions in our society with similar institutions in China, Israel, etc. Given a list of 10 behavior patterns in a culture, the student will be able to select and explain 5 examples of cultural lag The student will be able to differentiate verbally between/among economic and political institutions The student will be able to write and present a short paper (2pgs.) in which he can trace the source and development of some American institution other than the family		Lecture Oral report to clas Written presentatio

es	Time	Activity or Teacher Strategy	Materials	Evaluation
l be able to of the 5 in- e able to nportance		Lecture	Readings in General Sociology O'Brien, Shrag, Martin Selection #10	Quiz
be able to ntrast the our society titutions in etc.		Oral report to class	Middletown, Lynd, R & H	Report to class
0 behavior ture, the ble to sel- examples			Sociology & Social Life Young & Mack Ch. 19	Quiz Interview
be able to bally be- nomic and ions				
be able to t a short which he rce and ome tion other		Written presentation		Project

What? Content?	Student Activities	Time	Activity or Teaching St
VII. The Family A. The universal institution B. The American family 1. Development of 2. The family today 3. The solidarity factor	After reading material relating to role of family in other cultures, the student will be able to describe verbally at least 3 characteristics common to all cultures The student should develop an awareness that the American family is in a period of evolution by being able to explain the transition of family values in the areas of: sex morals divorce & marriage role of mother & father and in relation to: generation gap family size, etc. Student will draw inferences from data that will allow him to make some inferences about the nature of the family of the next generation	3 weeks	Read text Resource speakers Local Minister Marriage Counselor Library research Divorce Marriage Population growth

	Time	Activity or Teaching Strategy	Materials	Evaluation
ial re- ily in student ibe nara- o all evelop e Am- period able to of reas e ather rences ow him ces family	3 weeks	Read text Resource speakers Local Minister Marriage Counselor Library research Divorce Marriage Population growth	Resource speakers <u>Reading in General Sociology</u> O'Brien, Schrag, Morton Ch. 10, 11 <u>Our Changing Social Order</u> Gavian, Gray Groves Ch. 13-16 <u>Sociology and Social Life</u> Young & Mack Ch. 20 <u>Understanding other Cultures</u> Ch. 3, 4	Written summary Oral discussion Short essay on changing nature of family structure

What? Content?	Student Activities	Time	Activity or Teach
VIII. The religious institution A. Development 1. primitive societies 2. modern societies B. Fun· ion of religious bodies 1. stability 2. re-inforcement of morals C. Religion in today's world 1. location 2. size D. Religinn in the U. S. 1. membership 2. activities E. Religious controversies 1. toleration 2. separation of Church & State 3. Soluting the flag, Lord's prayer, interfaith marriages, Blue Laws	The student will be able to verbally descrive the main beliefs and policies of one of the following religions: Buddhism, Confucianism, Hinduism, Islam, Christianity The student will be able to list and explain briefly the chief functions of religion from a sociological point of view The student will be able to list and describe the functions that the church has surrendered in whole or in part over the years and describe what other factors have tended to decrease the import and influenceof the church. The student will be able to accept and defend a position re "blue laws"	2 weeks	Lecture: Oral reports Reading: Sociolog School Sankowsky Film presentation

	Time	Activity or Teacher Strategy	Materials	Evaluation
ble to main f one ions: nism, ristian-	2 weeks	Lecture: Oral reports Reading: Sociology for High School Sankowsky Ch. 11	General Sociology O'Brien, Shrag, Martin Ch. 10 Sec. #2 Sociology and Social Life Ch. 22 Understanding other Cultures Brown, Corinne Ch. 8	Oral report Written report Quiz
ble to ly the igion oint of				
ble to functions urrender- t over the hat other o decrease nceof the		Film presentation	Bucks Co. Films The Old Order Amish 10100 (32 min)	Critique of film
ble to osition				Quiz

What? Content?	Student Activities	Time	Activity or Te
IX. The Educational Institution A. Background B. Education in the United States 1. the early period 2. public schools 3. higher education 4. change C. Problems 1. physical 2. culturally deprived 3. drop-outs 4. racial integration 5. exceptional student	The student will be able to describe the educational process in a non-literate society The student will be able to identify instruction of higher education that will have some relevance for him re course offerings, etc. The student will prepare a written report and be able to deliver the gist of same orally re the most important problem facing the educational system of the U. S. today. He will explain: (a) nature of problem (b) why important (c) how problem arose (d) what steps are being taken to solve it (e) prognosis		Lecture: Reading: Sociology for t Sankowsky Ch. Check with gui letins and lite ing (a) type of (b) size (c) co (d) type of con (f) entrance re (g) Extra-Cur ties Oral reports Filmstrip pre

	Time	Activity or Teacher Strategy	Material	Evaluation
		Lecture: Reading: Sociology for the High School Sankowsky Ch. 12	Changing Social Order Gairan, Gray, Groves Ch. 31,32	
		Check with guidance for bulletins and literature describing (a) type of institution (b) size (c) courses offered (d) type of community (e)fees (f) entrance requirements (g) Extra-Curricular activities	Sociology & Social Life Yount & Mack Ch. 22	Project (paper written)
		Oral reports		Evaluate oral report
		Filmstrip presentation	Sound-Filmstrip Dropping Out: Road to Nowhere Phono. R. 301.43 (30 min)	
			Bensalem C. M. C. How to Make a Career Decision F.S. 37142 (color 39 fr.)	

What? Contact?	Student Activities	Time	Activity or Tea
X. The American Community A. Types 1. urban 2. rural 3. suburb B. Patterns of life	The student will be able to list the chief factors which usually determine the location of a town or city and explain how each of these factors applies (or does not apply) to his community		Lecture: Reading Text
1. primary group small community 2. primary group urban community	The student will be able to list and describe a village, town, city, suburb, metropolitan community, megalopolis.		Film presenta
3. city and ethnic groups C. Community patterns 1. zone - Burgess 2. slums	The student will be able to describe how and why a slum developes in a typical American city.		Oral reports u elopment prog
D. Urban renewel 1. federal plans 2. community response 3. patterns of development a. transportation b. communication c. public accomodations d. financial aspects	The student will be able to list, identify, and explain: blighted area urban planning zoning decentralization suburb community The student will be able to describe an urban renewal program		

	Time	Activity or Teacher Strategy	Materials	Evaluation
able to s which he lo- city and these does mmunity		Lecture: Reading Text Ch. 14	Urban Society 5th Ed. Gist & Fava (all) Sociology for High School Gairan, Gray, Grove Ch. 20	Quiz
able to village, metro- megal-		Film presentation	Statistical Ab- stract Census, etc	
able to y a slum al Am-		Oral reports urban dev- elopment programs	How the Other Half Lives Riis, Jacob	
able to xplain:			Bucks Co. Films Levittown, Pa. 10029 (28 min)	
			Sound-Filmstrip Model Cities (H. U. D)	Evaluate oral report
be able ban re-				

What? Content?	Student Activities	Time	Activity or Teacher S
XI. Minority groups A. Heterogeneous society 1. importance of race 2. Difficulties in classification 3. Theory of origin of racial differences	The student will be able to list and explain in what respects all human beings are alike and in what respects may the members of various races differ. "" list and explain the way in which racial differences probably originated	1 week	Lecture: Reading: Text Ch. 15
	The student will be able to infer the point of view of a given author re the question of race by reading a sample of the author's work and writing a short essay on same		Critical Review of es Mein Kampf
B. Racial superiority 1. scientific data C. Prejudice - discrimination 1. patterns of prejudice 2. scape goating 3. hate groups a. know nothings b. K.K.K. c. Black Panthers 4. Effects of discrimination	The student will be able to analyze analyze how contemporary American publics view the minorities question Student will collect from files of newspapers and magazines for one month all articles pertaining to minorities and analyze in order to arrive at American public's view of minorities		

	Time	Activity or Teacher Strategy	Materials	Evaluation
e able to what re- eings are espects of various the way ferences d	1 week	Lecture: Reading: Text Ch. 15	Sociology for High School Sankowsky Ch. 15 Race, Class, and Power Mack	Quiz
e able to iew of a question a sample k and ay on		Critical Review of essay Mein Kampf	Minorities in American Society Marden, Myer Sociology Purpose and Scope Redelan & Saal Ch. 8	Quiz
e able to analyze nporary view the n			Mein Kampf Hitler, A. Ch. 11	Project
t from rs and month ning to lyze at Am- w of			Readers Guide to Periodical Literature	Project evaluation

What? Content?	Student Activities	Time	Activity or Tea
5. Reactions of Negro community D. Integration 1. social effects 2. political effects 3. economic effects	The student will be able to list organizations and list conduct of same which have at various times been targets of prejudice and discrimination in our country and to give examples of organizations which have helped spread such attitudes	Outside work 10 min	Film presentat Film presentat

	Time	Activity or Teacher Strategy	Materials	Evaluation
le to list have tar- is- ntry f ve i-		Out-side work	K. K. K. Haas	Quiz
	10 min	Film presentation	Prejudice and Discrimination Holmes, Fred	
		Film presentation	Bucks Co. Films: Boundary Lines 28 (10 min)	
			In Search of a Post 10301	

What? Content?	Student Activities	Time	Activity or Teacher Strat
XII. Mobility and Stratification A. Individual roles 1. status-ascribed achieved 2. social class B. Stratification 1. definition 2. caste 3. mobility C. Upper class D. Middle class E. Lower class F. Effects of stratification 1. life-roles 2. education 3. mobility	The student will be able to list examples of different roles which people play throughout their lives. He will be able to explain orally how these roles differ according to (a) age (b) sex (c) special class or position He will be able to list and define a list of terms common to the jargon of the sociologist role role behavior status inability prestige upper class middle class lower class achieved status ascribed status social class stratification caste white collar blue collar	Cl. 3 wks.	Oral report Lecture Reading: Text Ch. 16 Film presentation

	Time	Activity or Teacher Strategy	Materials	Evaluation
able to ferent play es. He ain les dif- age lass st and s com- the	Cl. 3 wks.	Oral report Lecture Reading: Text Ch. 16 Film presentation	Sociology for High School Sankowsky Ch. 16 Race, Class and Power Mack Ch. 11 Readings in Gen. Science O'Brien, Schrag, Martin Ch. 9 Bucks Co. Film The Eye of the Beholder 10294	Evaluation oral report Written quiz

What? Content?	Student Activities	Time	Activities or Teache
	The student will be able to write a short account of contemporary work in the field of mobility or stratification of role in our society	out-side re-ports	
XIII. Society - The Public A. Crowds 1. charac-teristics B. Public 1. definition 2. impact up-on society 3. opinion 4. Propaganda techniques 5. pressure groups	The student will be able to identify advertisements that make a direct appeal to "status awareness"		Make a collection of which in student's op attempt to make a di appeal to status awa ness

	Time	Activities or Teacher Strategy	Materials	Evaluation
o	out-side re-ports		The Status Seekers Packard Vance The Hidden Per-suaders White Collar Mills, C. Wright The Power Elite	
o hat		Make a collection of ads, which in student's opinion attempt to make a direct appeal to status aware-ness	How the Other Half Lives Riis Jacobs The Uprooted Handin, Oscar Mass Media Publ-ications and for descriptions of Radio and TV ads	Project